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ABSTRACT

A project developed competency profiles identifying entry-level skills and employability skills to be acquired by handicapped students before graduation. Research literature was reviewed to identify generalizable skills, employability skills, self-help skills, and job skills. Feedback was obtained from practitioners in the field regarding rating scales that would accurately reflect learner achievement in the competencies on the project-developed Career Portfolio. Competency profiles with rating scales were developed and field tested. The Career Portfolio recorded graduated levels of mastery and demonstration of skill requirements for graduation by handicapped students in five areas: self-help/independent living skills; employability skills; work-related social skills; job-specific skills; and generalizable skills. A prototype was also developed to facilitate the implementation of the multiple entry/exit concept in vocational education. A series of multiple entry/exit point guides (MEEPG) were designed to assist educators in selecting the most appropriate career goal for each handicapped student within the context of a regular vocational program setting. Minutes of the September 1989 advisory committee meeting, the MEEPG evaluation form, and a set of field test instruments are appended. (YLB)

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A STUDY TO IDENTIFY THE APPROPRIATE VOCATIONAL EDUCATION RELATED COMPETENCIES NEEDED FOR GRADUATION BY HANDICAPPED STUDENTS

FINAL REPORT

MICHELLE D. SARKEES, PROJECT DIRECTOR
UNIVERSITY OF NORTH TEXAS

In Cooperation With
TEXAS EDUCATION AGENCY
Austin, Texas

June 30, 1990

Project Number:00420072

CE057262

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A STUDY TO IDENTIFY THE APPROPRIATE VOCATIONAL EDUCATION RELATED COMPETENCIES NEEDED FOR GRADUATION BY HANDICAPPED STUDENTS

Final Report
for the period ended June 30, 1990

Submitted by:

Michelle D. Sarkees

Michelle D. Sarkees, Project Director
University of North Texas

The project reported herein was performed through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational Education Act (Public Law 98-524). Contractees undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Texas Education Agency position or policy.

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PROBLEM AREA

The Carl D. Perkins Vocational Education Act (P.L. 98-524) specifically mandates improving the quality of vocational education programs for handicapped students, thereby adding to our Nation's work force more marketable and skilled employees. Although basic guidelines are specified for services provided through P.L.98-524 funds, state educational agencies vary in the delivery of these services. However, resources, materials, and training must be provided to educators who are ultimately responsible for providing handicapped students with the competencies required for graduation and successful integration into the community.

Following guidelines developed by the state Board of Education, rules of Special Education TAC 19 Chapter 89.235, this project has developed competency profiles identifying entry level skills and employability skills necessary for completion by handicapped students before graduation.

A trained and competent employee lowers the amount of Federal funds needed for assistance programs and generates a greater return of tax dollars. Employed people have more self-respect and pride, as well as a more direct sense of belonging to society. Handicapped workers also have these same basic needs. Employment and social skills needed by handicapped students to be gainfully employed must come directly from the schools. Through use of the "CAREER PORTFOLIO", as an addendum to the IEP, the special education and vocational education personnel would have more collaboration in

delivering the skills necessary for handicapped students to have prior to graduation.

PROJECT GOALS AND OBJECTIVES

The general goal of this project is to develop appropriate competency listings associated with the requirements for graduation by handicapped students. The specific objectives of this project are:

1. To review existing research identifying generalizable skills, employability skills, self-help skills, and job skills.
2. To develop strategies for assessing the levels of competency achieved.
3. To develop competency profiles for graduation of handicapped students with rating scales. The competency profiles will record graduated levels of mastery and demonstration of skills in appropriate areas including but not limited to the following:
    a. job specific skills;
    b. employability skills including general skills necessary to obtain and/or retain employment;
    c. self-help skills including general skills necessary to obtain and/or retain employment;
    d. generalizable skills.

GENERAL PROJECT DESIGN AND PROCEDURES

The project will base delivery of all competency profiles through directives as specified by the Carl D. Perkins Act (PL 98-

524), the State Board of Education TAC 19 Chapter 89.235 and The Education for all Handicapped Children Act of 1975 (PL 94-142). The overall direction of the project was coordinated by a project advisory committee. The committee included representatives from Texas Rehabilitation Commission, the Texas Department of Mental Health and Mental Retardation, appropriate Texas Education Agency staff, representatives of vocational education and special education selected from public school personnel and institutions of higher learning, and curriculum development specialists experienced in developing competency profiles.

The general project design included the following phases:

a. review of related literature.

b. identify appropriate skills.

c. develop the "Career Portfolio".

d. modify the "Career Portfolio".

To facilitate a systematic execution of the project, a set of procedures was used to achieve each of the project objectives. A time frame was attached to all procedures to provide an operational framework for the project's various phases.

Objective 1) To review existing research identifying generalizable skills, employability skills, self-help skills, and job skills.

The review of the existing literature on the subject of graduation requirements for handicapped students was extensive. The areas covered by the literature review included:

a. competency profiles for all vocational education service areas;

b. vocational/employability competency profiles for

handicapped students;

c. current strategies/profiles for job entry level skills, employability skills, self-help and independent living skills, generalizable skills and social skills;

d. bibliography on vocational related social skills for handicapped students;

e. graduation requirements for handicapped students;

f. general literature search on competency and skills required by handicapped students for successful living;

A complete list of the sources contacted in each of these areas can be found in Table 1 on page 3. Competencies found in the literature were listed under the five topical areas (see Objective 3) and given a frequency count.

Objective 2) To develop strategies for assessing the levels of competency achieved.

All competency profiles and materials received were for examples of levels of assessment. Feedback was obtained from practitioners in the field regarding rating scales which would accurately reflect learner achievement in the competencies on the *Career Portfolio*.

Objective 3) To develop competency profiles for graduation of handicapped students with rating scales. The competency profiles record graduated levels of mastery and demonstration of skills in appropriate areas including, but not limited to, the following:

a. job specific skills;

b. employability skills including general skills necessary to obtain and/or retain employment;

c. self-help skills which do not require direct ongoing educational support of the local school district;

d. generalizable skills; and

e. social skills.

The procedures used to achieve this objective are as follows:

- Review job specific skills competency profiles as established by V-TECS, East Texas State University, and Texas A&M University.
- Develop criteria based competencies required for handicapped students for graduation requirements as stipulated in TAC 19, Chapter 89.235.
- Solicit feedback of the project's advisory committee.
- Revise materials.
- Select 15 vocational and special education educators to review the "Career Portfolio".
- Develop orientation materials and evaluation forms for the field-test exercise.
- Field-test the "Career Portfolio".
- Tabulate evaluation information and revise accordingly.
- Print and disseminate the materials as specified by TEA.

TABLE 1

RESEARCH AREA	SOURCE(S) CONTACTED
1. Competency profiles for all vocational education service areas	-- Instructional Material Service, Texas A&M University -- Extension Instruction and Materials Center, University of Texas at Austin -- Curriculum Instructional Materials Center (CIMC), Oklahoma State Department of Vocational and Technical Education -- Educational Development and Training Center, East Texas State University
2. Vocational/employability competency profiles for handicapped students	-- Center on Education and Training for Employment, Columbus, Ohio -- Dr. Alan Phelps, Chairman Department of Vocational Education, Champaign, Illinois -- Missouri LINC, Columbia, Missouri -- Council for Exceptional Children, Reston, Virginia -- Vocational Studies Center, Madison, Wisconsin -- Vocational Special Needs Program, Texas A&M University, College Station, Texas
3. Current strategies/profiles for: - job entry level skills - employability skills - self-help and independent living skills - generalizable and social skills - social skills	-- Texas Employment Commission, Austin, Texas -- Goodwill Industries, Bethesda, Maryland -- Texas Mental Health and Mental Retardation Commission, Austin, Texas -- Texas Rehabilitation Commission, Austin, Texas -- Dr. James Greenan Purdue University Lafayette, Indiana
4. Bibliography on vocational related social skills for handicapped students	-- Transition Institute, University of Illinois, Champaign, Illinois -- Dr. Janis Chadsey-Rusch University of Illinois Champaign, Illinois
5. Graduation requirements for handicapped students	-- Texas Education Agency Austin, Texas,
6. General literature search on competency and skills required by handicapped students for succesful living	-- ERIC search, hard copies were obtained -- Career Development for Exceptional Individuals -- Journal for Vocational Special Needs Education

The instruments used during the project included the field-test packet comprising of background information, objectives statement, description of project phases and a five item rating scale to asses skill mastery level. Five field-test instruments were employed to solicit participants feedback regarding the appropriateness of listed skills as graduation requirements for handicapped students. Each instrument covered one of the following skill areas:

- Self help/independent living skills.
- Employability skills.
- Work related social skills.
- Job specific skills.
- Generalizable skills.

RESULTS AND ACCOMPLISHMENTS

1. The Career Portfolio: The Career Portfolio includes skill requirements for graduation by handicapped students. These skill areas are:

- Self-help/independent living skills (17 skills).
- Employability skills (31 skills).
- Work related social skills (18 skills).
- Job specific skills (8 skills).
- Generalizable skills (34).

Each skill is to be rated separately using the following four item scale:

n- No exposure- no experience or knowledge in this area.

1- Student has been introduced to the competency.

2- Student has some ability to perform the competency; requires frequent supervision.

3- Student can preform the competency with limited supervision.

4- Student can perform the competency independently with no supervision; job ready.

1. A prototype was developed to facilitate the implementation of the multiple entry/exit concept in vocational education. The Multiple Entry/Exit Point Guide (MEEPG) includes job titles selected from the Dictionary of Occupational Titles (DOT). Each job title listed (e.g., typist, receptionist, etc.) is a part of the job title indicated on the competency profile (i.e., secretary) as well as an independent job. As a part of the development process each MEEPG was submitted to a technical expert for validation. The MEEPG may be used for, but not limited to, guidance and counseling activities, career development activities, development of individualized vocational training needs and job placement. A copy of the Multiple Entry/Exit Point Guide (MEEPG) prototype was mailed in February to the Advisory Committee members for evaluation. The evaluation form and accompanying memo can be found in Appendix B along with a sample MEEPG. A total of 41 MEEPGs were developed during the project.

EVALUATION PROCEDURES

The regular meetings of the advisory committee served as an ideal feedback and evaluation forum as the project progressed. Several instruments and procedures were developed to evaluate the project products. Another evaluation component was the monthly staff meetings through which the project's objectives, procedures, and timelines were considered. The following evaluation procedures were used to evaluate the project's products:

- A feedback sheet was developed to evaluate the various aspects of the MEEPG utility in vocational programs. A copy is included in appendix (B).
- The Dictionary of Occupational Titles (DOT) job listings were selected and classified according to degree of difficulty by an area expert. This step served as a quality control mechanism to ensure the appropriateness of selected DOT listings.
- The evaluation of the "Career Portfolio" was carried out through the field-test instruments developed by the project staff. The field instruments were used to evaluate the relevancy, realism, and integration potential of selected skills with current curriculum taught to handicapped students. See appendix (c) for copies of the field-test instruments.

CONCLUSIONS AND RECOMMENDATIONS

In 1985-86 more than 600,000 young people dropped out of public school at a projected cost to society of $120 billion in lost productivity during their lifetimes. These costs aren't measured just in economic terms but also in "wasted lives".

Handicapped students are a high risk dropout population. Many of these students leave school without the necessary skills to transition into the employment market and/or independent living in the community. Research indicates that there are a number of areas from which essential transition skills can be categorized, including job specific skills, employability skills, independent living skills, generalizable skills and work social skills.

This project developed a Career Portfolio for use by special educators and vocational educators to document essential competencies needed by handicapped students so they can successfully transition into employment and life. The competencies for this profile were selected according to a validated process.

In addition, a series of Multiple Entry/Exit Point Guides (MEEPG) were developed to assist educators in selecting the most appropriate career goal for each handicapped student within the context of a regular vocational program setting.

The recommendations of this project are:

1. The use of the Career Portfolio should be followed after a period of a year to determine the extent of use. As well as which educational personnel are coordinating efforts by using it as a documentation tool.

2. The Career Portfolio and set of Multiple Entry/Exit Point Guides (MEEPG) should be shared with counselors at the local level in order that handicapped students are appropriately placed in vocational programs and that realistic career goals (exit points) are established for them within the context of the vocational program.

3. The Career Portfolio should be shared with parents of handicapped students by special education teachers so that they can assist their children in developing competencies needed for employment.

4. Appropriate information from the Career Portfolio and the MEEPGs should be incorporated into the Individualized Education Program (IEP) for each handicapped student or these documents should be attached to the IEP.

5. The MEEPGs should be shared with the vocational instructors to reinforce the feasibility of using a competency-based, multiple exit/entrance approach for handicapped students

enrolled in vocational programs.

6. The MEEPGs should be locally validated by workers in the field or an occupational advisory committee in order to ensure local employment validity.

7. The competencies in the Career Portfolio could be used by educators as a tool for Level I or II vocational assessment for handicapped students prior to placement in a vocational program.

APPENDIX A
ADVISORY COMMITTEE MEMBERS
MINUTES OF ADVISORY COMMITTEE MEETING

HANDICAPPED COMPETENCIES
ADVISORY COMMITTEE

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Garland, TX 75041
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University of North Texas

College of Education
Occupational and Vocational Education

September 8, 1989

Sharon Pickard
5312 Patterson
Fort Worth, TX 76117

Dear Sharon:

Thank you for agreeing to serve on the advisory committee for the TEA funded project "A Study to Identify the Appropriate Vocational Education Related Competencies Needed for Graduation by Handicapped Students." The committee will meet two times during the project period with the first meeting scheduled for September 22, 1989, from 1:30 - 3:00 pm. It will be held at the Texas Education Agency, Room 5-101, 1701 North Congress, Austin, Texas.

If you will be traveling to the meeting from outside of Austin, you will be reimbursed for travel expenses at the state rates. A travel reimbursement form will be provided at the meeting and procedures for filing the form will be explained.

A copy of the objectives for this project are included so that you can be familiar with the aims we will be working to accomplish. I look forward to working with you on this project and, again, thank you for agreeing to share your experience and knowledge with the project staff.

Sincerely,

Michelle D. Sarkees
Associate Professor
Trade and Industrial Education

MDS:sb

*COPY OF LETTER MAILED TO EACH ADVISORY COMMITTEE MEMBER

P.O. Box 13857 • Denton, Texas 76203-3857
AC 817/565-2093

AGENDA

A STUDY TO IDENTIFY THE APPROPRIATE VOCATIONAL EDUCATION RELATED COMPETENCIES NEEDED FOR GRADUATION BY HANDICAPPED STUDENTS

Advisory Committee Meeting
September 22, 1989
Austin, Texas

Introduction of advisory committee members

Overview of project objectives

Update on materials collection

Review of generalizable skills profile

Review of sample vocational program competency profile and V-TECS example

Discussion of plans to develop profile

Input from advisory committee

Adjourn

MINUTES
ADVISORY COMMITTEE MEETING

A STUDY TO IDENTIFY THE APPROPRIATE VOCATIONAL EDUCATION RELATED COMPETENCIES NEEDED FOR GRADUATION BY HANDICAPPED STUDENTS

SEPTEMBER 22, 1989

In attendance: Mary Fulton, Zeek Harris, Kathy Hurley, Gene Lenz, Eleanor Mikulin, Linda Parrish, Sharon Pickard, Liz Shelby, Jerry Wircenski, Michelle Sarkees, Suzie Barger

Michelle Sarkees, project director, opened the meeting with a brief welcome and introduction of the committee members and project staff in attendance. She then reviewed the project objectives:

- Review the existing research, identifying generalizable skills, employability skills, self-help skills, and job skills.

- Develop strategies for assessing the levels of competency achieved.

- Develop competency profiles for graduation of handicapped students with rating scales. The competency profiles will record graduated levels of mastery and demonstration of skills in appropriate areas, including but not limited to the following:
  a) job specific skills;
  b) employability skills including general skills necessary to obtain and/or retain employment;
  c) self-help skills which do not require direct ongoing educational support of the local school district;
  d) generalizable skills; and
  e) social skills.

Dr. Sarkees gave an update on activities conducted to date:

- Contacts have been made and current materials collected from many agencies including Ohio State University, University of Illinois at Champaign/Urbana, Council for Exceptional Children, LINC project at University of Missouri, University of Wisconsin/ Madison, Texas A&M Lending Library.

- Lists have been obtained of competency profiles.

- Plans have been made for an annotated bibliography to accompany profiles. Sharon Pickard will be compiling this.

She then briefly reviewed a generalizable skills profile, a sample vocational program competency profile and a V-TECS example.

Discussion and input from the advisory committee followed with these issues being addressed:

- How will the competency skills profiles be used? Eleanor Mikulin answered that they will be used in conjunction with the Admission, Review and Dismissal (ARD) committees.

- Gene Lenz stated that he felt this would be a very useful tool for parents as well as educators.

- Linda Parrish suggested that a forward be written regarding the use of the profiles. Eleanor Mikulin added that the forward should include the suggestion to send the student's folder on to the next teacher or program.

- Mary Fulton felt this would be very useful as a transition tool from middle school to high school.

- Gene Lenz indicated that this needs to be seen by teachers as a integrated part of the curriculum, not something that is an addition to it.

- Sharon Pickard reported that she will be collecting data using articles, curriculum guides and other materials. She will also review materials for the addressed categories. Under "generalizable skills" she will be looking at math, communication, human relations and reasoning skills. Under "social skills" manners and social deportment in the work setting will be examined.

- Liz Shelby raised the question of whether tasks can be performed by student by adapting to other environments (adaptability for physically disabled; complementing abilities with co-workers).

- Gene Lenz suggested additional materials to review - *Job Inventory Checklist* and *Vocational Assessment Curriculum Guide* written by Brown and Belmore.

- Dissemination of the final products will be coordinated with the Texas Education Agency as provided in the project proposal.

- The importance of relating the competencies to the essential elements was stressed.

Dr. Sarkees requested suggestions for additional references from the PAC members.

Mary Fulton said that Garland ISD has a 40-50 pp. competency profile that is used and follows the student. She will send a copy to the project director.

The meeting was adjourned at 3:00 p.m.

APPENDIX B
MULTIPLE ENTRY/EXIT POINT GUIDE
EVALUATION FORM

University of North Texas

College of Education
Occupational and Vocational Education

M E M O R A N D U M

DATE: February 12, 1990

TO: Advisory Committee Members
"Identification of Appropriate Vocational Education Related Competencies Needed for Graduation by Handicapped Students"

FROM: Mickey Sarkees, Project Director

SUBJECT: Multiple Entry / Exit Point Guide

Enclosed please find a copy of one of the Multiple Entry/Exit Point Guides (MEEPG), which has been developed to accompany the existing competency profiles used in vocational programs in Texas. The format for this guide has been developed to assist educators in determining a realistic career goal for handicapped students. We are focusing on those competency profiles which are representative of vocational programs in our state in which handicapped students are currently enrolled or are expected to enter in the future.

Please review this sample MEEPG and return it with your comments to:

Michelle D. Sarkees
Department of Occupational and
Vocational Education
P.O. Box 13857
Denton, TX 76203-3857

We are hopeful that these profiles will assist counselors, teachers, parents, and agency representatives to assist handicapped students. Thank you for your assistance.

P.O. Box 13857 • Denton, Texas 76203-3857
AC 817/565-2093

A Study to Identify the Appropriate Vocational Education Related Competencies Needed for Graduation by Handicapped Students

Feedback Sheet

Evaluator's Name:_____ Date _____

Directions: Please check the number that best represents your answer using the following scale: 5 - Strongly Agree, 4 - Agree, 3 - Uncertain, 2 - Disagree, and 1 - Strongly Disagree.

		SA	A	U	D	SD
1)	The MEEPG will enhance occupational accessibility for handicapped students.	5	4	3	2	1
2)	The MEEPG may be effectively used for occupational guidance and counseling.	5	4	3	2	1
3)	The MEEPG may be effectively used to organize career development activities for handicapped students.	5	4	3	2	1
4)	The MEEPG may be effectively used to individualize vocational plans for handicapped students.	5	4	3	2	1
5)	The MEEPG may be effectively used to determine individual training needs for handicapped students.	5	4	3	2	1
6)	The MEEPG may be effectively used as a job placement guide for handicapped students.	5	4	3	2	1
7)	The skill level measurement scale covers the various skill mastery levels.	5	4	3	2	1
8)	The MEEPG could be easily integrated with existing vocational education programs.	5	4	3	2	1
9)	The Dictionary of Occupational Titles (DOT) provides, in most cases, an up-to-date description of jobs.	5	4	3	2	1
10)	Additional Comments (please use back page)					

Please return to: Dr. Michelle Sarkees
The University of North Texas
Occupational & Vocational Education
P.O. Box 13857
Denton, Texas 76203-3857

University of North Texas

College of Education
Occupational and Vocational Education

^D

^F1^

Dear Colleague:

Sometime ago we sought your help in developing a Multiple Entry/Exit Point Guide for the following competency profile(s): ^F2^

With the fiscal year approaching to an end, our project is nearing closure as well. If you have already mailed your response to us, we thank you and request that you ignore this letter. If not, please do so as soon as possible.

Your prompt attention to this matter is highly appreciated. Should you have any questions regarding this task, please call me at (817)565-2431 or call Jabar Omar at (817)565-2444.

Sincerely,

Michelle D Sarkees

Michelle D. Sarkees
Associate Professor
Vocational Education

MDS/yo

P.O. Box 13857 • Denton, Texas 76203-3857
AC 817/565-2093

APPENDIX C
FIELD TEST INSTRUMENTS

University of North Texas

College of Education
Occupational and Vocational Education

M E M O R A N D U M

TO: Field Test Participants
"Identification of Appropriate Vocational Education Related Competencies Needed For Graduation by Handicapped Students"

FROM: Mickey Sarkees and Sharon Pickard
Project Directors

SUBJECT: Field Test Instrument DATE: February 8, 1990

Thank you for agreeing to be a field test participant for the Career Portfolio for handicapped students. Information regarding this TEA funded activity follows.

BACKGROUND

Imagine yourself as an employer interviewing two handicapped applicants for a position with your company. One applicant verbally responds about his skills, training and job qualifications with stutters and mumbled replies. The other applicant produces her "Career Portfolio" consisting of a competency profile reflecting the attainment of specific job skills and a supplemental profile documenting basic employability, self-help, social and generalizable skills necessary for successful employment and daily living. To which applicant would you give the stronger consideration for the position? Exactly! It is becoming increasingly clear that handicapped students must have more specific entry level and employability skills training to gain and maintain employment and successful daily living. Employment and social skills needed by handicapped students to be gainfully employed must come directly from the schools. Through use of the "Career Portfolio", as an addendum to the IEP, the special education and vocational education personnel would have more collaboration in delivering the skills necessary for handicapped students to have prior to graduation.

P.O. Box 13857 • Denton, Texas 76203-3857
AC 817/565-2093

OBJECTIVE OF PROJECT

The general purpose of this project is to develop appropriate competency listings associated with the requirements for graduation by handicapped students.

The specific objectives of this project are:

1. To review existing research identifying generalizable skills, employability skills, self-help skills, job skills, and social skills.

2. To develop strategies for assessing the levels of competency achieved.

3. To develop competency profiles for graduation of handicapped students with rating scales. The competency profiles will record graduated levels of mastery and demonstration of skills in appropriate areas including but not limited to the following:

   a. job specific skills;
   b. employability skills including general skills necessary to obtain and/or retain employment;
   c. self-help skills which do not require direct ongoing educational support of the local school district;
   d. generalizable skills; and
   e. vocationally related social skills.

The procedures for completing the grant and for developing the "Career Portfolio" were done in the following manner:

PHASE I: LITERATURE SEARCH

* An ERIC search was conducted to locate current library publications and journal articles for research concerning competencies identified as necessary for handicapped students to have attained by point of high school graduation.

* The Texas A&M and East Texas State University curriculum networks were searched and provided research findings for review.

* The National Center for Research in Vocational Education was contacted and provided research for review.

* Resources pertaining to the isolated competencies were obtained through Missouri LINC as developed by the University of Missouri-Columbia.

* A review was made of currently used strategies as provided by the Texas Employment Commission, Goodwill Industries and Mental Health and Mental Retardation Commission of Texas

* A review was conducted on articles located in the Journal for Vocational Special Needs Education and the Career Development for Exceptional Individuals.

The literature search revealed fifty-seven (57) research sources: forty-one (41) journal articles, thirteen (13) curriculum guides and three (3) books. Sources dated from 1978 to 1989; forty-one (41) of the located sources were published during the last five years (1985-1989).

PHASE II: SOURCE REVIEW

All located sources from Phase I were reviewed to isolate the competencies identified as necessary for the handicapped students to attain by point of high school graduation. A card file system was developed for the isolated competencies and was divided by the designated categories: Employability Skills, Self-Help Skills, Work Social Skills, Job Specific Skills and Generalizable Skills. Each competency card was categorized for cross reference of category and was coded for cross-reference of bibliographic information. The fifty-seven (57) sources revealed 1822 individual competency cards.

PHASE III: BIBLIOGRAPHY

The fifty-seven (57) located sources were arranged alphabetically for the bibliography. The sources were cross referenced for competency categories, thus allowing a user of the bibliography to determine which category of competency was addressed by each bibliographic entry.

PHASE IV: COMPETENCY COMPILATION

Each of the five category areas, Employability Skills, Self-Help Skills, Job Specific Skills, Work Social Skills and Generalizable Skills, were treated individually for the occurrence of individual competencies needed by handicapped individuals to attain by point of high school graduation and as documented from the literature review. A tally was made per category and revealed the following:

* Employability Skills revealed ninety-seven (97) individual skills competencies and a total of 597 competencies occurred.

* Generalizable Skills had 237 individual competencies occurring and had seventy-seven (77) individual competency skills.

* Self-Help Skills revealed 106 individual competency skills and had an occurrence of 481 individual competencies.

* Work Social Skills had fifty-two (52) competency skills and 177 individual competencies.

* Job Specific Skills had forty-eight (48) competency skills and a total of 330 individual competencies.

Each category was prioritized from the most often occurring skills competency to the least often occurring competency. A master list was compiled per category for the competencies with the frequency of competency occurrence noted per competency.

SCALE FOR CAREER PORTFOLIO

A suggested scale which could be used to assess the competency level for handicapped students is illustrated below. Please feel free to comment on any revisions which you feel would make the Career Portfolio more useful.

SKILL MASTERY

Directions: Evaluate the special needs' student using the rating scale below. Check the appropriate number to indicate the level of skill mastery. The rating for each of the skills should reflect high school graduation readiness rather than the grade given in class.

Rating Scale: **5-SKILLED** - Exhibits skill independently, with no required supervision. Skill is observed 90-100% of the time.

4-MODERATELY SKILLED - Exhibits skill with limited supervision. Skill is observed 75-90% of the time.

3-LIMITED SKILL - Exhibits skill to a limited degree; requires frequent supervision. Skill is observed 25-50% of the time.

2-UNSKILLED - Unable to exhibit skill; requires total supervision. Skill is not observed or is observed infrequently (10% of the time).

1-NO EXPOSURE - Student has had no exposure to the skill or to the situation.

DIRECTIONS TO FIELD TEST PARTICIPANTS

Review each of the competency area instruments: (1) job specific skills, (2) employability skills, (3) self-help skills/independent skills, (4) generalizable skills, and (5) social skills. For each area you are provided with a list of competency statements, as well as the number of times this competency was found in the literature sources used in the project. Please respond to the following questions for each competency:

1. Is the competency appropriate for handicapped students?
   In your estimation, is it important for handicapped students to have these skills in order to be employable and function independently in the community?

2. Is the competency realistic for handicapped students?
   Keep in mind that with the wide range of abilities represented by the handicapped students, from severe disabilities to mild disabilities, this Career Portfolio is being developed for those students who have a probability of participating in a vocational education program. The Career Portfolio, however, can be easily adapted for other populations.

3. Is this competency currently in the curriculum?
   Is this competency currently being taught by someone to the handicapped students you are working with?

4. Is it feasible to infuse this competency into the curriculum? If the competency is not currently being taught, would it be possible to infuse it into existing curriculum?

5. Comments.
Please feel free to make any comments, suggestions or questions relative to the competency statement.

6. Please add any competencies which you feel have been left off the list.

Please feel free to call our office at (817)565-2431 if you have any questions. Return the completed field test instrument in the enclosed envelope by March 1, 1990.

Sincerely,

Michelle Sarkees
Project Director

Sharon Pickard
Principal Investigator

FIELD TEST ONLY

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SKILL AREA: SELF HELP SKILLS/INDEPENDENT LIVING SKILLS

University of North Texas
Vocationally Related Competencies
"Career Portfolio"

FIELD TEST ONLY -
NOT FOR DISSEMINATION

NAME_____

JOB TITLE_____ TEACHING AREA (if relevant)_____

SKILL AREA: SELF HELP SKILLS/INDEPENDENT LIVING SKILLS
(Skills that will transfer easily from one job to another)

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
1. Practicing personal/ dental hygiene	25									
2. Establishing realistic career goals/ choices	19									
3. Planning, preparing nutritionally balanced meals	19									
4. Planning use of leisure time for hobbies and recreational activities	17									
5. Practicing money management through planning and budgeting funds	14									
6. Demonstrating socially acceptable behaviors and manners	14									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
7. Conducting banking transactions -- checking and savings	13									
8. Using public transportations -- buses and taxi	13									
9. Using telephone, phone book	13									
10. Locating and obtaining employment	11									
11. Displaying self confidence	11									
12. Buying and caring for clothes	10									
13. Purchasing food and groceries	10									
14. Selecting and managing home	10									
15. Practicing safety in the home	10									
16. Demonstrating civic responsibilities -- following laws, voting, practicing citizens rights -- demonstrations, parades, letters, hearings	9									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
17. Displaying good health practices	9									
18. Demonstrating independent living skills	9									
19. Reading newspaper	9									
20. Explaining care needed by children and responsibilities required to raise children	8									
21. Communicating with others	8									
22. Displaying wise use of credit -- credit cards, loans	8									
23. Showing control of emotions and behaviors	8									
24. Explaining own personal strengths and weaknesses	8									
25. Selecting clothing appropriate for weather, activity	7									
26. Explaining established goals	7									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
27. Applying for employment -- completing resume, job application	7									
28. Explaining necessity for work for people	7									
29. Performing basic first aid procedures	6									
30. Displaying good consumer practices and buying skills	6									
31. Counting money and making change	6									
32. Completing and filing Income Tax Form	5									
33. Filling out forms -- Social Security, tax, subscriptions	5									
34. Obtaining help in emergency situations	5									
35. Reading labels -- foods, packages	5									
36. Ordering food from menu	5									
37. Reading and displaying recognition of street signs	5									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
38. Crossing street	5									
39. Explaining effects of using drugs, alcohol and tobacco	4									
40. Performing basic housekeeping tasks	4									
41. Managing own time	4									
42. Reading a map	4									
43. Telling time	4									
44. Displaying behavior that is age appropriate	3									
45. Displaying acceptance of disappointments	3									
46. Driving a car	3									
47. Participating in group activities	3									
48. Selecting and using home tools and appliances	3									
49. Explaining concept and responsibilities of marriage	3									
50. Purchasing money order	3									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
51. Establishing and maintaining close personal relationships	3									
52. Explaining wages and paychecks	3									
53. Giving full name and address	3									
54. Obtaining advice from appropriate source	2									
55. Alphabetizing words	2									
56. Displaying recognition of authority figures	2									
57. Reading community schedules	2									
58. Demonstrating sound judgements in making decisions	2									
59. Entertaining guests in home	2									
60. Performing basic home repairs	2									
61. Explaining function of insurance	2									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
62. Using laundry products, commercial facilities	2									
63. Keeping records, books	2									
64. Demonstrating responsibility	2									
65. Arranging for own transportation needs	2									
66. Budgeting for monthly utilities	1									
67. Addressing an envelope	1									
68. Providing assistance to others	1									
69. Demonstrating making a bed	1									
70. Practicing bicycle safety	1									
71. Telling complete birthdate	1									
72. Demonstrating wholesome solutions to boredom	1									
73. Using a calendar	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
74. Purchasing, maintaining a car	1									
75. Demonstrating competitiveness	1									
76. Expressing concern for others	1									
77. Following directions	1									
78. Disposing of waste, rubbish properly	1									
79. Riding escalator, elevator	1									
80. Entering and exiting buildings	1									
81. Demonstrating appropriate dealings with fear	1									
82. Explaining family background	1									
83. Practicing family planning	1									
84. Recognizing and explaining solutions to family problems	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
85. Displaying recognition of fraud and preventing self from becoming victim of fraud	1									
86. Displaying happiness	1									
87. Demonstrating leadership	1									
88. Demonstrating new knowledge from winning and losing in previous situations	1									
89. Using public library	1									
90. Obtaining drivers' license	1									
91. Ingesting medications as prescribed	1									
92. Using parking meter	1									
93. Demonstrating acceptance of praise	1									
94. Identifying major political figures	1									
95. Naming months of year	1									
96. Displaying problem solving skills	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
97. Demonstrating respect for the rights and property of others	1									
98. Establishing social contact with other employed individuals	1									
99. Demonstrating sound values	1									
100. Demonstrating stamina and endurance	1									
101. Displaying coping with stress	1									
102. Completing tasks	1									
103. Exhibiting tolerance of others	1									
104. Demonstrating avoidance of trouble	1									
105. Writing a thank-you note	1									
106. Displaying acceptable solutions to unexpected situation	1									

FIELD TEST ONLY

42

SKILL AREA: EMPLOYABILITY SKILLS

University of North Texas
Vocationally Related Competencies
"Career Portfolio"

FIELD TEST ONLY -
NOT FOR DISSEMINATION

NAME_____

JOB TITLE_____ TEACHING AREA (if relevant)_____

SKILL AREA: EMPLOYABILITY SKILLS
(Skills that will enable an individual to obtain and retain a job)

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
1. Demonstrating problem solving skills	26									
2. Demonstrating job interviewing skills	23									
3. Following directions	20									
4. Displaying positive attitude toward work	19									
5. Working at a consistent pace	18									
6. Completing job application	16									
7. Following safety regulations	16									
8. Seeking employment	16									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
9. Showing punctuality to work and following breaks	16									
10. Observing and following rules and regulations of workplace	16									
11. Showing initiative	15									
12. Demonstrating good record of attendance	14									
13. Reacting appropriately to criticism	14									
14. Demonstrating adaptability to changing situations	14									
15. Cooperating with employer and co-workers	12									
16. Making good decisions	12									
17. Displaying good work habits	11									
18. Demonstrating honesty	10									
19. Displaying pride in work	10									
20. Seeking clarification	9									
21. Completing assigned tasks	9									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
22. Demonstrating dependability	9									
23. Working independently	9									
24. Displaying acceptance of supervision	8									
25. Communicating effectively	8									
26. Dressing appropriately for job/work	8									
27. Sequencing tasks	8									
28. Assuming responsibility for own actions/ behavior	7									
29. Demonstrating enthusiasm concerning work	7									
30. Exhibiting responsibility	7									
31. Managing time	7									
32. Showing respect for authority	7									
33. Showing persistence in task completion	7									
34. Analyzing new/changed situations	6									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
35. Displaying aspiration for new/higher goals	6									
36. Communicating with supervisors	6									
37. Demonstrating loyalty to company	6									
38. Displaying motivation	6									
39. Demonstrating organization	6									
40. Producing quality work	6									
41. Seeking help when needed	5									
42. Following oral directions	5									
43. Following written directions	5									
44. Keeping work area clean	5									
45. Displaying interest in the job/work	5									
46. Demonstrating transfer of information to new situation	5									
47. Participating in group work	5									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
48. Explaining concept of paycheck	5									
49. Demonstrating appropriate emotional control	4									
50. Displaying good listening skills	4									
51. Practicing good hygiene/grooming	4									
52. Showing respect for property of others	4									
53. Demonstrating willingness to learn new skills/information	4									
54. Working under pressure	4									
55. Asking appropriate questions	3									
56. Completing time cards	3									
57. Following multiple instructions	3									
58. Obtaining information /materials before starting task	3									
59. Organizing work activities of others	3									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
60. Planning own activities	3									
61. Presenting self as worker	3									
62. Explaining value and necessity of working	3									
63. Demonstrating reliability	3									
64. Displaying responsibility for equipment	3									
65. Setting priorities of tasks	3									
66. Showing appropriate reactions to own mistakes	3									
67. Working with customers and clients	3									
68. Showing compromise in questionable situations/with others	2									
69. Dressing appropriately for job interview	2									
70. Exhibiting integrity	2									
71. Learning new information quickly	2									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
72. Displaying skills needed to get a job	2									
73. Following single-step instructions	2									
74. Reading job order/ work sheet	2									
75. Requesting needed materials	2									
76. Demonstrating respect to others	2									
77. Responding appropriately to job-related emergencies	2									
78. Selecting correct tool needed for task/ job	2									
79. Displaying use of new information/skill in new situation	2									
80. Terminating job acceptability	1									
81. Displaying creativity	1									
82. Following delayed instructions	1									
83. Expressing needs with ease and clarity	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
84. Demonstrating job stability--remaining on the job/task	1									
85. Using available resources	1									
86. Obtaining membership in union/professional groups	1									
87. Displaying patience	1									
88. Performing simultaneous tasks	1									
89. Demonstrating results as accomplished through processes	1									
90. Displaying truthfulness	1									
91. Demonstrating trustworthiness	1									
92. Volunteering	1									
93. Displaying willingness to do undesirable jobs	1									
94. Showing willingness to work overtime	1									
95. Developing a sense of pride	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
96. Accepting praise	1									
97. Accepting criticism	1									

FIELD TEST ONLY

52

SKILL AREA: WORK RELATED SOCIAL SKILLS

University of North Texas
Vocationally Related Competencies
"Career Portfolio"

FIELD TEST ONLY -
NOT FOR DISSEMINATION

NAME_____

JOB TITLE_____ TEACHING AREA (if relevant)_____

SKILL AREA: WORK RELATED SOCIAL SKILLS
(Skills that will enable individuals to establish effective interpersonal/relationships on the job)

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
1. Displaying appropriate social behaviors	14									
2. Initiating, maintaining and ending conversations appropriately	14									
3. Demonstrating getting along with fellow workers	13									
4. Working in a group setting	12									
5. Showing empathy and sensitivity toward others	11									
6. Cooperating with co-workers	9									
7. Giving directions and instructions to others	7									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
8. Demonstrating leadership skills	6									
9. Showing acceptance of praise and criticism	6									
10. Demonstrating respect for others	6									
11. Displaying socially mature behavior	6									
12. Taking responsibility for own actions/ behaviors	5									
13. Developing and maintaining interpersonal relationships	4									
14. Expressing and displaying appreciation to and for co-workers	4									
15. Demonstrating friendliness	4									
16. Helping others	4									
17. Demonstrating listening to others	4									
18. Avoiding arguments	2									
19. Communicating effectively	2									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
20. Expressing point of view	2									
21. Demonstrating good work habits	2									
22. Demonstrating independence and assertiveness	2									
23. Maintaining hygiene and personal appearance	2									
24. Displaying motivation and encouraging others	2									
25. Displaying tolerance to others' point of view	2									
26. Respecting break time	2									
27. Demonstrating tactfulness	2									
28. Displaying worthiness through acceptance by others	1									
29. Showing cheerfulness	1									
30. Counseling others	1									
31. Demonstrating sportsmanship	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
32. Demonstrating a known skill	1									
33. Explaining the difference between fact and fiction	1									
34. Expressing feelings	1									
35. Expressing new ideas	1									
36. Following directions for a specific task	1									
37. Expressing complaints	1									
38. Greeting others	1									
39. Demonstrating instilling confidence in others	1									
40. Making compromises in situations	1									
41. Displaying outgoing personality traits	1									
42. Participating in group discussions	1									
43. Demonstrating persuasiveness	1									
44. Planning social activities	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
45. Planning, carrying-out and completing activities	1									
46. Demonstrating punctuality to work and social functions	1									
47. Demonstrating self confidence	1									
48. Displaying sense of humor	1									
49. Showing tolerance of ambiguity	1									
50. Working effectively under different kinds of supervision	1									
51. Working effectively under pressure or within time limits	1									
52. Working without close supervision	1									

FIELD TEST ONLY

58

SKILL AREA: JOB SPECIFIC SKILLS

University of North Texas
Vocationally Related Competencies
"Career Portfolio"

FIELD TEST ONLY -
NOT FOR DISSEMINATION

NAME_____

JOB TITLE_____ TEACHING AREA (if relevant)_____

SKILL AREA: JOB SPECIFIC SKILLS
(Skills that will enable individuals to work effectively on the job)

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
1. Following directions	30									
2. Displaying positive attitude	19									
3. Working at consistent pace	18									
4. Following safety regulations	16									
5. Displaying punctuality	16									
6. Following rules and regulations of workplace	16									
7. Showing initiative	15									
8. Accepting criticism	14									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
9. Cooperating with co-workers and supervisors	12									
10. Displaying good work habits	10									
11. Demonstrating honesty	10									
12. Taking pride in work	10									
13. Seeking clarification of unclear directions	9									
14. Completing tasks	9									
15. Displaying dependability	9									
16. Using and caring for simple tools and materials	9									
17. Dressing appropriately for work	8									
18. Managing time	7									
19. Producing quality products	7									
20. Showing responsibility	7									
21. Displaying persistence	7									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
22. Displaying established higher level goals	6									
23. Exhibiting loyalty to company	6									
24. Demonstrating organization	6									
25. Showing recognition of authority figures and supervisors and their respective roles and positions	6									
26. Asking for help	5									
27. Demonstrating manual dexterity--moving, using hands skillfully and easily	5									
28. Using ruler--reading and measuring objects, converting interchangeable fractions--i.e., 4/8 =1/2	5									
29. Weighing items, reading scales and recording weights	4									
30. Manipulating small objects	4									
31. Selecting appropriate tools for tasks	3									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
32. Sequencing materials and products	3									
33. Sorting and classifying objects	2									
34. Following operating procedures for using equipment	2									
35. Demonstrating recognition of shapes and forms	2									
36. Lifting large, heavy items	1									
37. Taking inventory of stock	1									
38. Assembling products	1									
39. Carrying and handling dangerous or hazardous tools/materials properly	1									
40. Demonstrating computer literacy	1									
41. Displaying electrical safety	1									
42. Obtaining directions before operating new equipment	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
43. Performing product inspection	1									
44. Reading charts, graphs and reference lists	1									
45. Demonstrating recognition of fractional signs and written words--e.g., 1/4 = one fourth	1									
46. Naming basic machines and tools	1									
47. Taking written memos and filing alphabetically	1									

FIELD TEST ONLY

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SKILL AREA: GENERALIZABLE SKILLS

University of North Texas
Vocationally Related Competencies
"Career Portfolio"

FIELD TEST ONLY -
NOT FOR DISSEMINATION

NAME_____

JOB TITLE_____ TEACHING AREA (if relevant)_____

SKILL AREA: GENERALIZABLE SKILLS

(Generalizable skills are skills which are basic, necessary, and transferable (or common) within or across vocational programs. These skills are commonly believed to be necessary for success in vocational programs and employment (Greenan, 1986). Examples: Math, Verbal Communication, Written Communication)

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
1. Demonstrating basic math skills. * Addition * Subtraction * Multiplication * Division * Fractions * Decimals * Percentages * Counting	32									
2. Displaying communication skills -- oral, written	18									
3. Using a ruler -- reading, measuring within 1/4"	12									
4. Demonstrating basic reading skills	10									
5. Weighing and measuring objects	9									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
6. Speaking clearly--can be understood	8									
7. Reading reports/forms	7									
8. Demonstrating recognition of shapes and forms	7									
9. Explaining meanings of words	7									
10. Reading books	5									
11. Demonstrating correct use of calculator	5									
12. Displaying functional basic skills	5									
13. Demonstrating basic writing skills	4									
14. Demonstrating applied acquired knowledge to new situation	4									
15. Asking and answering questions	4									
16. Following instructions--oral/written	4									
17. Demonstrating problem solving skills	4									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
18. Showing recognition of commonly used abbreviations	3									
19. Counting money -- coins, bills	3									
20. Using correct grammar	3									
21. Demonstrating listening to others	3									
22. Taking phone messages	3									
23. Making oral presentations	3									
24. Explaining concept of paycheck	3									
25. Telling time	3									
26. Showing attentiveness to task	2									
27. Demonstrating safety regulations	2									
28. Determining cause and effect in situations	2									
29. Using dictionary	2									
30. Showing mobility, coordination	2									
31. Sorting objects	2									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
32. Setting priorities for tasks	2									
33. Using plural forms of words	2									
34. Reading a newspaper	2									
35. Reading work orders	2									
36. Taking messages	2									
37. Displaying verbal reasoning skills	2									
38. Writing a letter -- business, personal	2									
39. Completing a job application	2									
40. Explaining terms related to work/job	2									
41. Planning activities for self	1									
42. Giving complete address	1									
43. Alphabetizing words	1									
44. Displaying artistic ability	1									
45. Displaying auditory discrimination	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
46. Attending scheduled activities	1									
47. Reading calendar	1									
48. Using card catalog to locate materials	1									
49. Distinguishing colors	1									
50. Demonstrating computer literacy	1									
51. Determining credibility of source of information	1									
52. Making corrections in speech and work	1									
53. Exhibiting sense of self-confidence	1									
54. Maintaining eye contact when speaking /or when spoken to	1									
55. Explaining terms relating to employment	1									
56. Expressing emotions appropriately	1									
57. Expressing ideas/ opinions	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
58. Exhibiting fine motor skills	1									
59. Following job lead to obtain employment	1									
60. Getting along with all types of people	1									
61. Handling criticism	1									
62. Explaining distances --inches, feet, yard, mile	1									
63. Completing a questionnaire	1									
64. Maintaining train of thought	1									
65. Using map	1									
66. Reading thermometer	1									
67. Taking responsibility for own actions	1									
68. Responding to choice --yes/no	1									
69. Demonstrating use of all senses	1									
70. Traveling to/from work	1									

Competency	Times Cited In Research Sources	Competency Is Relevant for Handicapped Students		Competency Is Realistic for Handicapped Students		Competency Is Currently Taught to Handicapped Students		Possible to Integrate Competency Into Curriculum If Not Currently Taught		Comments
The student is proficient in:		YES	NO	YES	NO	YES	NO	YES	NO	
71. Explaining terms on Resume	1									
72. Displaying acceptance of others' view point	1									
73. Working under pressure	1									
74. Working without close supervision	1									
75. Working under different types of supervision	1									
76. Working as a team member	1									
77. Writing legibly	1									

The objective of the CAREER PORTFOLIO is to assist vocational education and special education personnel in delivering vocationally related competencies needed by mildly handicapped students to obtain and retain employment upon graduation. The competencies listed in the profile were identified through an extensive literature search and a review of materials from the National Center for Research in Vocational Education, as well as curriculum centers in Texas and in other states. All vocationally related competencies identified through this process were organized into five areas: (a) job specific skills, (b) employability skills, (c) independent living/self-help skills, (d) generalizable skills, and (e) work social skills.

The competency lists from these five areas were sent to a group of individuals to field test. The field test reviewers represented the following groups: (a) special education teachers, (b) vocational education teachers, (c) special education administrators, (d) counselors, (e) vocational education administrators, (f) TEA service area representatives, and (g) service center representatives. These individuals were asked to check those competencies which they felt were necessary for mildly handicapped students to have for employment, and those competencies which are realistic for mildly handicapped students to attain prior to graduation. The competencies which had an 80% or higher response from the field test reviewers are included in the CAREER PORTFOLIO.

Assumptions

The following assumptions should be understood prior to using the CAREER PORTFOLIO:

1. The CAREER PORTFOLIO is to be used as a guide for documenting competencies that have been demonstrated by a student. It does not mean that every handicapped student must master every competency prior to graduation.

2. Although the CAREER PORTFOLIO was developed for mildly handicapped students who would be integrated into regular vocational programs, it can be adapted for other students. The specific disability and level of severity, which will affect a student's abilities, needs and occupational goals, must be taken into consideration when introducing specific competencies into an individual's educational program.

3. Mastery of these competencies should begin at as early an age/grade level as possible. Coordination between educational levels would be helpful (e.g., primary grades, middle school, high school).

4. Competencies from the CAREER PORTFOLIO should be used in formulating the individualized education program (IEP), individualized vocational education program (IVEP), or individualized transition program (ITP) for each student.

5. Teaching these competencies to handicapped students should be a cooperative venture among special education teachers, vocational education teachers, and general academic teachers.

Uses

The CAREER PORTFOLIO can be used for a number of purposes:

1. The competencies can provide the basis for informal vocational assessment of an individual student prior to placement in a vocational program. It can also be used as a cooperative planning tool among personnel who will be planning for and working with a student.

2. The competencies in the profile should be matched with the necessary competencies for the specific job title for which the student is being prepared so that the most important ones can be emphasized. An employer or a vocational advisory committee would be helpful in this process.

3. The portfolio can be used as a vocational counseling tool with students and parents.

4. The completed portfolio should be taken by the student to a job interview to provide documentation of competencies that have been mastered. It can be continuously updated by a supervisor as the student progresses on the job.

CAREER PORTFOLIO

Date _____
Name of Individual Completing Profile _____
Job Title of " " _____

NAME _____ SCHOOL _____
Last First Middle

DATE OF BIRTH _____ SOCIAL SECURITY NUMBER _____
Year Month Day AND/OR
STUDENT ID NUMBER _____

ADDRESS _____

PHONE _____ SEX _____
Area Code

IN CASE OF EMERGENCY CONTACT: NAME _____

ADDRESS _____

HOME PHONE _____ WORK PHONE _____

RELATIONSHIP TO STUDENT _____

SPECIAL NEEDS _____

VOCATIONAL PROGRAM(S) CURRENTLY ENROLLED IN _____

VOCATIONAL INSTRUCTOR(S) _____

CAREER GOAL _____

ON-THE-JOB TRAINING/WORK EXPERIENCE (if applicable)

DURATION OF EMPLOYMENT	JOB TITLE	JOB CODE	SUPERVISOR'S NAME	TRAINING STATION	ADDRESS OF EMPLOYER	PHONE	EVALUATION					

IRECTIONS:
valuate the student, using the rating scale on the right. Check the
ppropriate number to indicate the degree of competency. The rating for each
f the tasks should reflect job readiness rather than the grade given in the
lass.

PLOYABILITY SKILLS (Competencies that will enable an individual to obtain
d retain a job)

e student can:

	SCALE
. Establish realistic career goals/choices	N 1 2 3 4
. Display a positive attitude toward work (work ethic)	N 1 2 3 4
. Demonstrate a good record of attendance	N 1 2 3 4
. Display punctuality at school, work and following breaks	N 1 2 3 4
. Display a pride in work	N 1 2 3 4
. Demonstrate honesty	N 1 2 3 4
. Demonstrate dependability	N 1 2 3 4
Observe and follow classroom/work rules and regulations	N 1 2 3 4
Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily	N 1 2 3 4
. Work at a consistent pace	N 1 2 3 4
. Manage time appropriately	N 1 2 3 4
. Demonstrate work stability (remains on the job/task until completed)	N 1 2 3 4
. Work effectively under pressure or within time limits	N 1 2 3 4
. Keep work area clean	N 1 2 3 4
. Display respect for other people	N 1 2 3 4
. Show respect for property of others	N 1 2 3 4
. Seek help when needed	N 1 2 3 4
. React appropriately to constructive criticism	N 1 2 3 4
. Accept praise appropriately	N 1 2 3 4
. Assume responsibility for own actions/behaviors	N 1 2 3 4
. Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)	N 1 2 3 4
Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)	N 1 2 3 4
Demonstrate willingness to learn new skills/information	N 1 2 3 4
Demonstrate adaptability to changing situations	N 1 2 3 4
Follow safety regulations	N 1 2 3 4
Respond appropriately to classroom and/or job related emergencies	N 1 2 3 4
Practice good hygiene/grooming	N 1 2 3 4
Dress appropriately for work/specific job	N 1 2 3 4
Correctly complete a job application	N 1 2 3 4
. Demonstrate appropriate job interviewing skills	N 1 2 3 4
Demonstrate the ability to complete a job resume	N 1 2 3 4

RATING SCALE:
N - No exposure - no experience or knowledge in this area
1 - Student has been introduced to the competency
2 - Student has some ability to perform the competency; requires frequent supervision
3 - Student can perform the competency with limited supervision
4 - Student can perform the competency independently with no supervision; job ready

GENERALIZABLE SKILLS (Competencies which are basic, necessary and transferable, or common, across vocational programs and jobs. These competencies are commonly believed to be necessary for success in vocational programs and employment.) (Greenan, 1986)

The student can: SCALE

MATHEMATICS SKILLS

Whole Numbers

1. Read, write, and count single digit whole numbers	N 1 2 3 4
2. Read, write, and count multiple digit whole numbers	N 1 2 3 4
3. Add and subtract single digit whole numbers	N 1 2 3 4
4. Add and subtract multiple digit whole numbers	N 1 2 3 4
5. Multiply and divide single digit whole numbers	N 1 2 3 4
6. Multiply and divide multi-ple digit whole numbers	N 1 2 3 4
7. Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers	N 1 2 3 4

Fractions

8. Read and write common fractions	N 1 2 3 4
9. Add and subtract common fractions	N 1 2 3 4
10. Multiply and divide common fractions	N 1 2 3 4
11. Solve word problems with common fractions	N 1 2 3 4

Decimals

12. Carry out arithmetic computations involving dollars and cents	N 1 2 3 4
13. Read and write decimals in one and more places	N 1 2 3 4
14. Round off decimals to one or more places	N 1 2 3 4
15. Add and subtract decimals in one or more places	N 1 2 3 4
16. Solve word problems with decimals in one or more places	N 1 2 3 4

Measurement and Calculation

17. Use a calculator to perform basic arithmetic operations to solve problems	N 1 2 3 4

COMMUNICATIONS SKILLS

Words and Meanings

18. Use plural words appropriately in writing and speaking	N 1 2 3 4
19. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking	N 1 2 3 4

establish effective interpersonal relationships on the job)

The student can:	SCALE
1. Display behavior that is age appropriate	N 1 2 3 4
2. Work effectively under different kinds of supervision	N 1 2 3 4
3. Work cooperatively as a member of a team	N 1 2 3 4
4. Get along and work effectively with people of different personalities	N 1 2 3 4
5. Show up regularly and on time for activities and appointments	N 1 2 3 4
6. See things from another's point of view	N 1 2 3 4
7. Engage appropriately in social interaction and situations	N 1 2 3 4
8. Speak with others in a relaxed and self-confident manner	N 1 2 3 4
9. Compliment and provide constructive feedback to others at appropriate times	N 1 2 3 4
10. Initiate and maintain friendly conversations with another individual	N 1 2 3 4
11. Initiate, maintain, and draw others into friendly group conversations	N 1 2 3 4
12. Join in friendly group conversations	N 1 2 3 4
13. Express complaints appropriately	N 1 2 3 4
14. Avoid arguments	N 1 2 3 4
15. Help others without being asked	N 1 2 3 4
16. Help others when asked	N 1 2 3 4
17. Show control of emotions and behaviors	N 1 2 3 4
18. Demonstrate appropriate manners in a social setting	N 1 2 3 4

SELF HELP/INDEPENDENT LIVING SKILLS (Competencies that will enable an individual to live independently in the community)

The student can:	SCALE
1. Provide correct personal information when asked (i.e., name, address, phone number, social security number)	N 1 2 3 4
2. Read and display recognition of street signs	N 1 2 3 4
3. Cross the street independently	N 1 2 3 4
4. Use public transportation (e.g., bus, taxi)	N 1 2 3 4
5. Demonstrate ability to order food from a menu	N 1 2 3 4
6. Demonstrate the ability to read labels (e.g., food, packages)	N 1 2 3 4
7. Purchase food and groceries	N 1 2 3 4
8. Buy and care for personal clothing	N 1 2 3 4
9. Select clothing appropriate for weather and activity	N 1 2 3 4
0. Demonstrate ability to use laundry products appropriately (e.g., at home, commercial facilities)	N 1 2 3 4
1. Perform basic housekeeping tasks	N 1 2 3 4
2. Ingest medication as prescribed	N 1 2 3 4
3. Correctly count money and make change	N 1 2 3 4
4. Demonstrate appropriate money management through planning and budgeting	N 1 2 3 4
5. Conduct bank transactions (e.g., checking account, savings account)	N 1 2 3 4
6. Obtain help in emergency situations	N 1 2 3 4
7. Plan use of leisure time for hobbies and	N 1 2 3 4

writing and speaking

21. Use appropriate word choices in writing and speaking	N 1 2 3 4
Reading	
22. Restate or paraphrase a reading passage to confirm understanding of what was read	N 1 2 3 4
23. Read and understand forms	N 1 2 3 4
24. Read and understand short notes, memos, and letters	N 1 2 3 4
25. Understand the meanings of words in sentences	N 1 2 3 4
26. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	N 1 2 3 4
27. Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls	N 1 2 3 4
Writing	
28. Compose logical and understandable written correspondence, memos, short notes, or reports	N 1 2 3 4
29. Write understandable statements, phrases, or sentences to accurately fill out forms	N 1 2 3 4
Speaking	
30. Speak fluently with individuals or groups	N 1 2 3 4
31. Pronounce words correctly	N 1 2 3 4
32. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	N 1 2 3 4
Listening	
33. Restate or paraphrase a conversation to confirm what was said	N 1 2 3 4
34. Ask appropriate questions to clarify another's written or oral communications	N 1 2 3 4

JOB SPECIFIC SKILLS (Competencies that will enable an individual to work effectively on a specific job)

Note: In addition to the competencies listed below, a competency profile of the specific job title should be obtained from the vocational instructor, or a job analysis should be conducted with the employer.

The student can:	SCALE
1. Seek clarification of unclear directions or assignments	N 1 2 3 4
2. Use and care for tools, materials and equipment	N 1 2 3 4
3. Produce quality products	N 1 2 3 4
4. Follow directions for a specific task	N 1 2 3 4
5. Follow one-step directions correctly	N 1 2 3 4
6. Follow multiple step directions correctly (e.g., two to five steps)	N 1 2 3 4
7. Show recognition of authority figures and supervisors and their roles	N 1 2 3 4
8. Display loyalty to school/company/job	N 1 2 3 4

University of North Texas

College of Education
Occupational and Vocational Education

M E M O

To: Advisory Committee members
A Study to Identify the Appropriate
Vocational Education Related Competencies
Needed for Graduation by Handicapped Students

FROM: MS
Mickey Sarkees
Project Director

RE: Career Portfolio

The field test results have been completed and analyzed for the Career Portfolio. The enclosed represents competencies in each of the five content areas which received an 80% or higher rating from all the individuals who participated in the field test. The field test reviewers represented the following groups: (a) special education teachers, (b) vocational education teachers, (c) special education administrators, (d) counselors, (e) vocational education administrators, (f) TEA service area representatives and (g) service center representatives. These individuals were asked to identify those competencies which they felt were necessary for mildly handicapped students to have for employment and those competencies which are realistic for mildly handicapped students to attain prior to graduation.

Please review the Career Portfolio and return any comments, suggestions, additions, deletions to me by June 8. At that point, I will meet with the printer, edit the final copy and have the folders printed. If there are any questions about the Career Portfolio, please feel free to contact me at (817) 565-2431. Thank you for your assistance with this task.

P.O. Box 13857 • Denton, Texas 76203-3857 • AC 817/565-2093